

CHILDREN'S TIME USE IN ONE-PARENT  
AND TWO-PARENT FAMILIES

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AND TWO-PARENT FAMILIES

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## CHAPTER I

### INTRODUCTION

The family unit, and how it uses its time, is continually changing. Walker and Woods (1976, p. 3) note, "man in the cultural setting of industrialized society is highly conscious of clock time and recognizes the value of time as a resource." Use of time affects not only the family unit, but the individual as well. How children spend their time is important, because children learn by doing and experiencing. O'Neill (1978) identifies three categories of time use: household work, work other than household (school, paid, unpaid), and nonwork (organization participation, social and recreational). All of these activities are important for children's optimal development.

Steidl and Bratton (1968) indicate the importance of participation in household activities. They state:

The goal of accomplishing household work is primarily a means to other ends, one of which is the development and socialization of the children. Work in homes is a child's first acquaintance with work—how satisfying or dissatisfying it is, how difficult or easy, how essential to his existence, how important to accept responsibility. . . . Homemaking work can be the vehicle for his experimentation with task accomplishment (p. 177).

Goldstein and Oldham (1979, p. 1) claim, "Like so many other things taken for granted, work related perceptions, beliefs and values are acquired gradually through the learning process." Because of its importance to the development of children, their time spent in household activities is explored in this research.

Activities in the nonwork category—organization participation and social and recreational—provide opportunities for children to develop physical skills and leadership characteristics, as well as, social and cognitive abilities. The basis of early childhood education is that children learn through play and actual experience (Smart and Smart, 1972). A variety of experiences provides the best opportunity for development. How much time children spend in these activities and in household tasks is affected by family decisions concerning time use.

School takes a large portion of children's time and contributes to both social and cognitive development. However, time spent in school is relatively equally distributed. It is noted as an important aspect in the lives of children, but is not addressed in this research.

In recent years, the changing status of women has been a major factor influencing the allocation of their time. More and more women are engaged in paid employment. The United States Women's Bureau in the Department of Labor (1977) estimates that a school-age child has better than a 50 percent chance of having an employed mother. A variable closely associated with mother's employment outside the home is her educational level. According to the Bureau of Labor Statistics (1980), on the average, the more years of school completed by mothers, the higher their labor force participation rate. Do these two variables—mother's employment and mother's education—influence how children spend their time?

If it is the norm for children to have mothers employed outside the home, as Schwartz (1980) indicates, are the children in these families helping with household tasks? O'Neill (1978, p. 55) reports "a decrease in the overall contribution to housework of all children as parental

hours of employment increased." Walker (1970, p. 13) poses the question, "Is the amount of household work done by school-age children adequate to develop the work habits and attitudes needed to function effectively as adults?"

Another aspect of the changing family is the increase in one-parent families. Recent statistics indicate that 21 percent of American families with children were headed by one adult in 1981, as compared to 11 percent in 1970 (U. S. Bureau of the Census, 1982a). Twenty percent of the children under 18 are presently living in a household with one parent (U. S. Bureau of the Census, 1982b). Bane (1976, p. 110) predicts "32 to 44 percent of American children born in the next decade are likely to experience a marital disruption." Mothers of these families make up a large percentage of the work force. According to Epstein (1979, p. 22) "Sixty percent of all children in female-headed one-parent families have a parent in the labor force." With the increase in working mothers and single-parent families, issues regarding the healthy development of children are being raised by parents and experts. For example, Schwartz (1980, p. 15) asks, "where have all the children gone . . . ? What price do we pay for the effects of contemporary life on the development of children?"

"Changes in children's roles and responsibilities are among the aspects most often noted by single parents themselves when commenting on how the single parent situation is different," notes Weiss (1979, p. 98). In interviews, Weiss finds that children in one-parent families have been given more responsibility and tend to mature earlier than the children of two-parent families. Weiss also indicates that very little attention has been directed to "the effects on children's development

produced by the modification of their household roles" (p. 98).

This statement seems to suggest a need for examining the roles of children and whether or not they differ according to family structure, as well as, other variables (i.e., employment of mother, education level of mother, age and sex of child).

As Weiss (1979) points out, and as can be seen in reviewing the literature, most studies of children in divorced families are concerned with the negative aspects. Very few recognize, as Weiss did, that children in single parent homes "must participate in their households as full members, with the rights and responsibilities of full members. And this can be a useful experience which leads to self-esteem, independence and a genuine sense of competence (p. 110). Thus, further research is needed to explore the influences of one-parent families.

Allocation of children's time can be affected by a variety of factors, including changing family structure and roles. Two other variables that need to be examined for their possible influence on children's time use are age and sex of the child. O'Neill (1978) reports that participation in household activities increases with age, and females tend to spend more time in household activities than males. O'Neill's findings also indicate sex stereotyping of tasks. Females typically perform cleaning and dishwashing, while males carry out the trash and perform yard work.

Studies of children's time use have implications for educators. O'Neill (1978, p. 5), in her study of school-age children in two-parent families, claims that "by understanding the tasks that children perform at home, an educator can plan to both reinforce home learning and expose students to a wider range of learning experiences in the classroom."

Thus, with the dynamic changes taking place in today's families, there seems to be a need to examine how children use their time in order to determine what variables are associated with their time use. Previous studies (Hardesty, 1979; Lynch, 1975; O'Neill, 1978; and Walker and Woods, 1976) have been mainly concerned with children in two-parent families and have focused on household tasks.

#### Purpose and Objectives

The purpose of this research is to study specific family variables associated with children's use of time in household tasks, in leisure, and in organization activities (see pp. 9 and 10) for planning educational programs. The primary objectives are to:

1. Analyze whether family structure, educational level of mother, employment status of mother, employment time of mother, age of child, and sex of child are associated with the amount of time spent in household work activities.
2. Analyze whether family structure, educational level of mother, employment status of mother, employment time of mother, age of child, and sex of child are associated with the amount of time spent in leisure activities.
3. Analyze whether family structure, educational level of mother, employment status of mother, employment time of mother, age of child, and sex of child are associated with the amount of time spent in organization activities.

A further purpose of this research is to enable the researcher to gain insight as to how children use their time, what variables have the

most influence and to apply this knowledge in the future as an educator in developing appropriate educational programs to meet needs that children may have. In order to determine which variables, if any, are associated with children's time use, the following null hypotheses are projected:

H<sub>1</sub>: There is no relationship between the amount of time children spend in household work activities with respect to family structure, educational level of mother, employment status of mother, employment time of mother, sex of child, and age of child.

H<sub>2</sub>: There is no relationship between the amount of time children spend in leisure activities with respect to family structure, educational level of mother, employment status of mother, employment time of mother, sex of child, and age of child.

H<sub>3</sub>: There is no relationship between the amount of time children spend in organization activities with respect to family structure, educational level of mother, employment status of mother, employment time of mother, sex of child, and age of child.

#### Assumptions

Children's development is of concern to parents, educators, and many other professionals. Aspects of children's development include the aesthetic, social, emotional, physical, and cognitive areas. How children spend their time influences development. Examining children's time use indicates which activities are allocated the largest blocks

of time. This research assumes that activities with the largest time blocks will be the most important to children (Gordon, 1962).

The following assumptions need to be stated concerning data collected for this research project.

1. Answers given by interview participants were accurate and complete.
2. Time use was recalled accurately by family members.
3. The day of time recall was typical for family members.

#### Limitations

This study examining children's time use is not intended to be generalized to all families. For economic reasons this study is limited to a specific geographic region. No current sampling frame for families exists for random sampling of either one- or two-parent families, therefore subjects for the sample have been identified through various church and community organizations. Data used have been collected for the "Resources and Relationships in One- and Two-Parent Families" project (Nickols, Powell, Rowland, and Teleki, 1983). This present study is limited to a description of the amounts of time children spend in various activities to determine what specific family variables are associated with time use. The findings cannot be generalized to all families. However, findings of this study provide insights about children's time use and have implications for further research.

#### Definitions

The following terms are defined as they are used in this research.

1. Two-Parent Family--A husband and wife household (Walker and

Woods, 1976), which for the purposes of this study also contains two children between the ages of six and nineteen.

2. One-Parent Family--A household consisting of one adult and two children between the ages of six and nineteen.
3. Family Structure--The framework of the family--either one- or two-parent for the purpose of this study.
4. Household Activities/Tasks--Time used for work related tasks that meet specific needs of the family for food, clothing, shelter, nurture, and the fulfillment of family goals (Walker and Woods, 1976). (For more detailed description of these activities, see Appendix C.)
  - a. Food preparation--All tasks relating to the preparation of food for meals, snacks, and future use.
  - b. Dishwashing and Clean-up--Washing and drying dishes, loading and unloading dishwasher, after meal clean-up.
  - c. Housecleaning--Any regular or seasonal cleaning of house and appliances.
  - d. Maintenance--Any repair and upkeep of home, appliances, furnishings, daily and seasonal care of outside areas, care of family motor vehicles, feeding and care of pets.
  - e. Care and Construction of Clothing and Linen--Washing by machine, making alterations or mending, making clothing and household accessories.
  - f. Shopping--All activities related to shopping for food, supplies, services, furnishings, clothing, appliances, and equipment.



- g. Management—Decision making and planning.
  - h. Physical Care of Household Members—All activities related to physical care of members other than self.
  - i. Nonphysical Care—All activities related to the social and educational development of other household members.
  - j. Personal Maintenance—Personal care of self, eating and sleeping.
5. Leisure Activities—"activity we decide on for time that is not obligated to our work, the maintenance of our households or ourselves, or other required activity . . . leisure is doing what we don't have to do" (Kelly, 1975, p. 175). For the purposes of this research, this term refers to social and recreational activities such as: reading, watching television, playing games, and similar activities.
6. Organization Activities—Functions and exercises coordinated by religious, civic, political, educational, and other clubs for a specific group of people.

#### Summary

Time is an important element in the daily lives of all individuals. Many factors affect children's time use and their overall development. Recent changes in family lifestyles have generated concern for children. The increasing number of one-parent families and mothers in the labor force are two concerns that have been cited in this study of children's time use. The educational level of the mother, age of the child, and sex of the child are also factors of concern in this research.

It is intended that results of this study provide insights as to how children utilize their time and what activities are important to children.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The focus of this study was the examination of children's use of time. Children's time use has been included in earlier time studies, however, studies dealing specifically with children's time use were more recent. The review of literature indicated a variety of factors identified in relation to how children used their time. Such factors as family structure, employment and education of the mother, and sex and age of the children were examined.

Concern for children's development and their role within the family was among the on-going priorities of home economics researchers. Schlater (1970) described research goals identified by a task force of the Association of Administrators of Home Economics. Two of these goals provided a base for this research.

Goal I: Improve the conditions contributing to man's  
psychological and social development.

Goal IV: Improve consumer competence and family resource use.

Schlater specified broad research subject areas under each of the goals. She listed "family structure", "role behavior", and "social and technological change" (p. 18) as topics needing further research under Goal I. A research area related to Goal IV applicable to this research was:

"resource development, allocation and use" (p. 43). Robinson (1977, p. 3) described time as a "basic and valuable resource."

#### Child Development

Child development literature indicated that meeting children's needs—physical, social, and emotional—required resource utilization. Resources for meeting those needs included time, finances, food, and knowledge as well as others. The family provided resources for the young child, but the school-age child with increased independence accepted more responsibility for his/her own time use (Gordon, 1962; Smart and Smart, 1972).

Erickson (1963) and Havighurst (1972), emphasized that children were concerned with various developmental tasks throughout their lives. Children included in previous time studies ranged in age from six to seventeen (Lynch, 1975; O'Neill, 1978; Walker and Woods, 1976). Erikson (1963, p. 274) described the tasks of children from this age range as developing a sense of "industry" and "identity". Smart and Smart (1972, p. 429) recognized that "development of the sense of industry hinges largely on feeling and being successful as a worker," thus suggesting a need for work experience for children.

Children's work experiences fostered expansion of their environment during this developmental stage. Gordon (1962) and Havighurst (1972) emphasized the importance of independence. Smart and Smart (1972) maintained that variety in activities helped children to develop skills in many areas, thus allowing them to be more independent. Games provided impetus for learning rules and social skills, as well as, physical skills. Recreational activities furnished opportunities for

discovering new ideas and concepts. Adequate physical development necessitated exercise. Time for reading, exploration, and experimentation contributed to cognitive development. Emotional and social development required interaction with family members, peers and other adults.

Erikson (1963) recognized that development of an adequate sense of industry provided a base for the development of identity. Smart and Smart (1972, p. 630) indicated a linkage between the two tasks because elements which helped to build a strong sense of identity also brought about "the building of independence, responsibility, and drive for achievement." Examining children's time use will indicate how much of children's time is allocated to activities which allow them to develop their independence and thus their sense of "industry" and "identity."

#### Time Studies

Walker and Woods (1976, p. 3) stated "our public and private living is very much controlled by the clock since time serves as a basis for organization . . . ; transportation . . . ; and for scheduling social functions." Children assimilated the importance of clocks early in their lives as their daily routines revolved around school, their parents' schedules, and other variables.

Robinson (1977, p. 28) developed a social-psychological model of factors affecting time use (see Figure I). This framework consisted of four factors: "personal, role, resource and environmental" (p. 27). In an analysis of 1965-66 data, Robinson found that sex and education were most responsible for variations in time use (by adults) in the personal category, and "role factors" (related to employment,

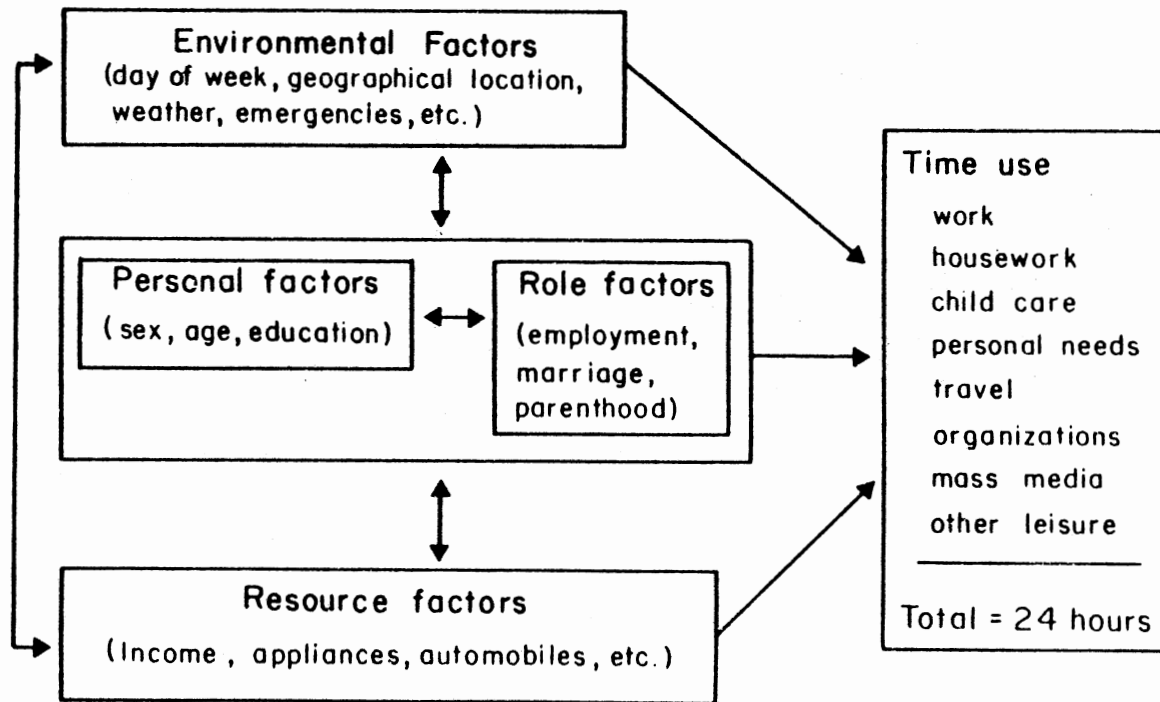


Figure 1. Schematic Model of Factors Affecting Time Use

marriage and parenthood) had more effect on time use than any other factors. Robinson indicated that "environmental" and "resource factors" were not significant indicators of time differences in the 1965-66 data.

Robinson's model was developed from adult time use data. However, it can be related to children's time use. Time spent in school and at home may be determined by environmental factors, such as day of the week. Available organized and social activities for children and adults may be influenced by the weather. In previous studies the personal factors age and sex were found to account for differences in time use (Cogle and Tasker, 1982; Hardesty, 1979; Lynch, 1975; O'Neill, 1978; Walker and Woods, 1976). Children's time use may be affected by role factors, especially in one-parent families: Weiss (1979) indicated that children may assume the responsibilities of the missing parent. Time spent in the home and outside the home may be influenced by resource factors (money, appliances, toys). Thus, the framework described by Robinson provided an outline of possible influences on children's time use.

Home economists have been interested in time studies since the turn of the century. Earlier studies concentrated on wives in rural families and their use of time. Wilson (1929) reported participation of children in household work. She found children contributed 4.6 hours per week. Review of the literature indicated, however, that specific studies of children's time use did not come until later.

An extensive time study that included 1,296 families was conducted in New York State in 1967-68 (Walker and Woods, 1976). The major purpose of the project focused on devising a method of measuring household

production. One objective was to examine how much help with housework mothers received from other family members (Walker, 1970). Walker found that children did contribute on a regular basis to household tasks. The tasks most often performed were: regular meal preparation, after meal clean-up, regular house care, and marketing.

Previous studies focused on several factors influencing children's time use. Because of their salience to the present study, those reviewed are: age of child, sex of child, employment of mother, education of mother, and family structure. The influence of sex and age of children and employment of the mother have been included consistently in past studies. However, research comparing children's time use from different family structures has been limited.

Walker and Woods (1976) reported that teen-agers contributed almost twice as much time as elementary school-age children. Lynch (1975), using data from Walker's 1967-68 study, examined children's time use in two-parent families. She found a positive relationship between age and time spent in household tasks, especially for females. In 1977-78 an eleven state urban/rural comparison of family time use was conducted (Lovingood, 1981). O'Neill (1978) completed a follow-up study comparing data from Walker's 1967-68 study and the New York segment of the interstate study. Like Lynch, she also reported a positive relationship between age and time spent in household tasks. Osborne (1979) utilizing children's time data from the Utah portion of the interstate project, and Kennedy (1981) using Oregon children's time use data, both reported similar results. Cogle and Tasker (1982) found that older children participated more often than younger children in household work.

Lynch (1975) analyzed sex differences in children's time use. She found evidence of sex stereotyping in tasks completed with females



spending more time in household work. O'Neill (1978) in the decade comparison study found that girls participated in a greater number of household activities than boys the same age in both the 1967-68 and 1977 data. However, the 1977 data (O'Neill, 1978) indicated that males took part in more activities previously viewed as female tasks. Osborne (1979) did not find a significant difference in the amount of time spent in household tasks by boys and girls, but found that boys and girls participated in different types of household tasks. Kennedy (1981) indicated that females averaged significantly more time on household tasks than males. Likewise, Cogle and Tasker (1982) found that females had a higher participation rate in household activities than boys (94 percent compared with 82 percent).

Time use of 106 adolescents of two-parent, two-child families in Oklahoma was examined by Hardesty (1979). Results of this study indicated that females spent only slightly more time in household tasks than males. She found that adolescents spent the greatest percentage of their time in activities other than household tasks. McCullough (1981) in a time use study of Utah families, reported that females allocated more time to house and school tasks than males, and males spent more time in organizational and recreational activities than females.

Walker (1970) reported specific interest in determining if employment of the mother influenced contributions of time to housework by other family members. However, she found that children's time in household tasks did not increase with mother's employment outside the home. In the 1977 follow-up study, O'Neill (1978) found that housework participation of children was negatively correlated with employment of parents. Corresponding results were indicated in Osborne's findings

(1979). Kennedy (1981) examined the relationship between "gainfully employed" and "fulltime homemaker" and found no significant difference in children's time spent in household tasks.

Weiss (1979) noted the need for examining the changing roles children are experiencing in single parent families. In interviews of both single parents and married couples, he concluded that children in single parent families were given more responsibility for household tasks and functions than those in two-parent families.

Lyerly (1969) studied the differences between one-parent and two-parent families with preschool and elementary school-age children. She found that elementary school-age children in two-parent families contribute slightly less time to household tasks than the same age children in one-parent families. Results of Lyerly's study indicated that employment of mother did not influence the amount of time contributed by children in two-parent families, and likewise in one-parent families children's time contributed to household work was not related to mother's employment.

#### Summary

Most previous studies singled out children's participation in household tasks. The following statement by Gordon (1962) summarized the importance of examining children's time use in all activities.

By studying how children spend their time, we can increase our understanding of what life means to them, what interests them. Interests compel us to spend our time in certain ways. These interests are aspects of our concepts of self; they reveal what we deem to be important. Children's interests are of concern to adults because they point out pathways for education and guidance (p. 245).

This review of literature indicated a need for examining children's time use. Data on children's time use provide necessary information toward understanding the effect of societal changes on children. With changes in family structure and the increase in women in the labor force; parents, educators, and other professionals need more information on how children spend their time.

## CHAPTER III

### RESEARCH PROCEDURES

#### Introduction

This research was planned to examine the relationship between specific family variables and children's allocation of time. This chapter includes type of research, population and sample, description of instruments, data collection methods, and description of data analysis. Children's use of time was the dependent variable examined. Independent variables of the study were family structure, employment status of the mother, educational level of the mother, age of child, and sex of child.

#### Design

Data used in the present study were collected as a part of a larger project: "Resources and Relationships in One- and Two-Parent Families" (Nickols, Powell, Rowland, Teleki, 1983). This was a descriptive study involving parents and children in an equal number of one- and two-parent households. The purpose of the broader study was to compare the management of resources and relationships in one-parent and two-parent families.

Several considerations served to specify elements of the study design. First, Walker and Woods (1976) found that the number of children and age of the youngest child were two of the best predictors of the amount of time used in household work; therefore, these two variables

were controlled in order to minimize extraneous influences on the dependent variables. Second, since two children are currently the most common number of children in families in the United States (U. S. Bureau of the Census, 1982a), the sample was limited to families with two children. Third, while the total number of children between the ages of six and 17 declined by over 11 percent between 1970 and 1980, the number of these children in one-parent families increased by over 50 percent (U. S. Bureau of Labor Statistics, 1980). Furthermore, the number of children in this age group in families maintained by women increased by over 52 percent in the same period (Grossman, 1981). Age of the children was a necessary control variable for one specific aspect of the overall project (Teleki, 1982). Consequently, age of the younger child was controlled in the design of the overall study. Data were collected from families with the younger child between seven and 11 years of age, and the older child 18 or less.

Further controls were necessary for the varied aspects of the total project. One-parent families included in the study were limited to those families in which the adult was legally separated or divorced. These two categories represent the largest percentage of one-parent families in the United States. In 1981, 43 percent of the children who lived in mother-headed families had mothers who were divorced, 27 percent had mothers who were separated, and 16 percent had mothers that had never married (U. S. Bureau of the Census, 1982b). Families were also limited to those in which parent(s) were the natural or adoptive parent(s) of both children.

Two controls were used in scheduling interviews. First, all interviews were scheduled during April and May in order to minimize

differences in time use due to season of the year. Second, interviews were scheduled so that the day recorded on the Time Record was a weekday. The second control was utilized to minimize extraneous influences, as weekend time use likely would have greater variability than weekday time use. The design of the study specified that children be in school since this is a typical activity for children for the greater part of the year.

### Sample

In order to draw a sample of one-parent family respondents from a population, an area containing a large number of one-parent families was selected. Census figures for the city of Tulsa, Oklahoma, indicated a large proportion of female-headed families (U. S. Bureau of the Census, 1973). No current sampling frame for one-parent families was available. The Tulsa World, a daily newspaper, published a column listing group activities for single persons. Using information from this column, a comprehensive list of organizations for single persons was developed. The list was mainly composed of church-related groups, square dance clubs, and singles social groups.

A previous study showed that 55 percent of Oklahoma families attended church regularly (Powell and Wines, 1978). For this reason and because many Tulsa churches have extensive programs for singles, a sampling frame was developed using Tulsa Metropolitan Area churches and singles groups.

A letter explaining the project was prepared and mailed to churches, singles groups, and square dance clubs in the Tulsa Metropolitan Area. The list of churches was taken from the Classified Telephone Directory

of the area telephone directories. These churches were located in Sand Springs, Sapulpa, Sperry, Jenks, Keifer, Bixby, Broken Arrow, Owasso, Catoosa, and Tulsa. A form for the organizations' representatives to indicate whether the group or church would participate by providing names of families was sent with a stamped addressed envelope. Of 478 letters mailed, 462 went to churches, four to single groups, nine to square dance clubs, and three to public and private service agencies. Follow-up phone calls were made for forms not returned within three weeks of mailing. A total of 177 churches and organizations responded; 57 ultimately furnished names of families who might participate in the study.

The names provided by churches and organizations were placed on cards, with the address, telephone number, family structure, and the name of the person and organization providing the information. The lists for the two sampling frames consisted of 152 one-parent families and 299 two-parent families. These were alphabetized and then numbered. A table of random numbers was used to draw samples of 30 families from each category. After these families were contacted, but the sampling quota was not yet met, additional units of 30 names were drawn and processed.

A telephone dialogue was devised to provide uniformity of information given to each family contacted. During the telephone conversations families were informed about the project and given an opportunity to ask questions. Information was given about how families' names had been obtained. A series of questions were asked about family composition, ages of children, and legal relationships among family members to determine if each family met the criteria for participating in the project.

If the family met the criteria and agreed to participate, an interview time was arranged when all members of the family could be present.

All 152 families from the one-parent family sampling frame were contacted and 29 interviews were completed. Names of nine additional families were obtained and were subsequently contacted. Eight families were rejected and one interview was completed. The final sample included 29 families headed by mothers and one family headed by a father. In the present analysis the male-headed family was deleted to provide greater similarity within the group of one-parent families.

Thirty-one two-parent family interviews were completed from contacts with 150 two-parent families. One two-parent family had experienced a school holiday on the day for which time was recorded, and thus did not meet the criterion of children being in school. Consequently, they were deleted from this analysis.

The sample for the present study included 118 children from the 29 one-parent and 30 two-parent families. Fifty-eight children were from one parent households and 60 from two-parent households. The children ranged in age from seven to 18 according to the design of the original study.

#### Research Instruments

In planning the broader project "Resources and Relationships in One- and Two-Parent Families", the ecological nature of the family was recognized and this provided the theoretical and methodological base for the study. Ten instruments were utilized in collecting the data for the various aspects of the entire project. (The Child's Report of Parental Behavior Inventory was discussed by Teleki, 1982; the Time Record and



Perceptions of Adequacy of Resource instruments were discussed by Rowland, 1983; the Children's Perception of Family instrument was discussed by Armbruster, 1982. Further information regarding the Child Behavior Development Inventory and Management Strategies instrument may be obtained from the Family Study Center at Oklahoma State University.) The Screening Sheet was used to determine the eligibility of families according to certain criteria. Socioeconomic and background data were collected by using the Family Information form. The Individual Information form asked for specific information about education and employment of adults in the family. The items from these instruments measuring variables used in this study are marked with an asterisk (see Appendices). A Time Record was used to record time data for all family members (see Appendix D for a photocopy of the Time Record).

The Time Record instrument was similar to one used by Walker and Woods (1976). An adaptation of the original instrument was used in Family Time Use: An Eleven State Urban/Rural Comparison (Lovingood, 1981). The Time Record was evaluated and adopted for this study after making minor revisions. Two categories, (1) care of clothing and household linens, and (2) construction of clothing and household linens, were combined into one category identified as care and construction of clothing and household linens. A new category was made for collecting data on sleep time within the broader category of personal maintenance. The categories were realigned for interviewing convenience at the suggestion of two researchers who worked on the 11-state regional study (Nickols and Fox, 1980). This was accomplished by placing all household activities together, the human care activities together, and all other activities for paid work, nonwork, and other at the end of the chart.

During the interviews, the Time Record was completed by the interviewer with the person responsible for major managing of activities providing the initial information and the other family members confirming or correcting their portions of the record. Data were recorded for the 24-hour day in 10-minute segments. Respondents could indicate lesser units of time by dividing a 10-minute segment into five-minute segments.

A combination of colors and letters were used to record each household member's time. The symbol, a red "M", was used to indicate the mother. The father was represented by a blue "F". Children were shown on the time chart by their age written in either red for girls or blue for boys. Primary, secondary, and travel time were noted on the Time Record for each activity. Secondary time was indicated by a circle drawn around the individual's symbol. The symbol, "T", was used to specify travel time.

The interview method of gathering data was used, and data were collected primarily by questionnaire. Teams of two trained persons interviewed each family in its home. The lead interviewer handled the data collection from the adult(s) and some from the children. All data for the time study were collected by the lead interviewer. The assistant interviewer collected information from the children concerning perceptions of family (Armbruster, 1982) and parental behavior of parents (Teleki, 1982; Terrill, 1982). The information gathered by the assistant interviewer was not utilized in this study of children's time use. Data were collected in a precise order. The interview was planned to last two hours for one-parent families and two and one-half hours for the two-parent families. All family members were present for each interview.

After a training session, the interviewers conducted mock interviews on family members and friends to become familiar with the procedure. After becoming thoroughly familiar with instruments and procedures, teams collected data from three one-parent families and three two-parent families in the Stillwater area. These pilot families were contacted through a church and personal friends. All met the criteria for the study. The results of these interviews were checked for compliance with procedure for administering the instruments and for accuracy before interviewers went to the field.

#### Analysis of Data

Descriptive statistics were used to summarize characteristics of subjects. Three null hypotheses were identified for the purpose of statistical analysis. The three dependent variables consisted of mean time spent by children in household work activities, leisure activities, and organization activities. The dependent variables were measured in minutes. The General Linear Models Procedure of the Statistical Analysis System (SAS Institute, Inc., 1982) for two-way analysis of variance and analysis of covariance was utilized.

Two-way analysis of variance was used to test for significant differences in the mean time spent by children in the three types of activities (household work, leisure, and organization) when categorized by sex of child, educational level of mother, employment status of mother, and family structure. Analysis of covariance was used to test for significant differences in the mean time spent by children in the three types of activities (household work, leisure, and organization) according to age of the child and actual time spent by mother in employment outside the home.

### Summary

The subjects for this study of time use consisted of 58 children from one-parent families and 60 children from two-parent families. Data were collected as a part of the larger project "Resources and Relationships in One- and Two-Parent Families" (Nickols et al., 1983). Time data for all family members were recorded on the Time Record. Socioeconomic and descriptive characteristics were collected by questionnaire. Analysis of the data was by two-way analysis of variance and analysis of covariance.

## CHAPTER IV

### RESULTS

#### Description of Subjects

The purpose of this study was to examine children's time spent in household work, leisure, and organization activities. One hundred and eighteen children from the Tulsa, Oklahoma, metropolitan area were studied. The children ranged in age from seven to eighteen. Table I presents a description of the subjects.

TABLE I  
CHARACTERISTICS OF CHILDREN

Characteristics	One-Parent Families (N=58)	Two-Parent Families (N=60)
Sex		
Male	23	32
Female	35	28
Age		
7 to 11	40	39
12 to 14	13	20
15 to 18	5	1

Fifty-eight children were from one-parent families, and 60 were from two-parent families. There were more males in two-parent families and more females in one-parent families. The majority of the children from both types of families were between 7 and 11 years of age.

Data on the personal characteristics of the parents of the children are summarized in Table II. The majority of the parents from both groups were in the 35 to 40 age range. The majority of mothers had graduated from college or had some vocational or college experience. Likewise, most of the two-parent fathers were college graduates. No mothers or fathers reported less than high school graduation.

Most one-parent mothers reported employment hours ranging from 20 to over 40 hours. Two-parent mothers were less likely to be employed and reported working fewer hours compared to other parents. One-parent mothers were more likely than two-parent mothers to have worked more than 40 hours the week prior to the interview. One-parent mothers and two-parent fathers reported similar hours of paid work the previous week.

Most one-parent mothers and two-parent fathers were employed in administrative/professional occupations. The two-parent mothers who were employed were most likely to be employed in either administrative/professional or technical/clerical/sales occupations. Two one-parent mothers were students and were not engaged in paid employment.

Table III presents a summary of children's mean time use in individual and combined activities. The combined household work, leisure, and organization activity time use were the three categories examined in this research.

Children from one-parent families spent slightly more time in combined housework activities than did children from two-parent families.

TABLE II  
CHARACTERISTICS OF PARENTS

Characteristics	One-Parent Families	Two-Parent Families	
	Mothers (N=29)	Fathers (N=30)	Mothers (N=30)
<b>Age</b>			
Under 35	10	3	8
35 to 40	16	17	17
Over 40	3	10	4
Not Reported			1
<b>Education</b>			
High School Graduate	3		5
Some College or Vocational Training	12	7	11
College Graduate	14	23	14
<b>Hours of Employment For Previous Week</b>			
Not Employed	2		10
Zero			1
Less than 20			8
20 to 40	14	14	6
More than 40	13	16	5
<b>Occupation</b>			
Administrative/Professional	18	22	9
Technical/Clerical/Sales	8	5	8
Service		2	
Agriculture Related			1
Precision/Craft/Repair	1	1	2
Fulltime Homemaker/Student	2		10

The mean time for combined housework activities for children from one-parent families was 37.1 compared with 31.6 for the children from two-parent households. However, for the individual household work activities children from two-parent families spent slightly more time in dishwashing, maintenance, care and construction of clothing, and shopping, while one-parent children spent slightly more time in food preparation, housecleaning, management, and care of family members. As will be discussed later in the text, the differences between one-parent and two-parent children's time use in household activities were not significant.

TABLE III  
CHILDREN'S TIME USE

Time Use Activity	One-Parent Families (N=58) (Mean Minutes Per Day)	Two-Parent Families (N=60)
Combined Housework	37.1	31.6
Food Preparation	7.0	6.2
Dishwashing/Clean-up	3.9	4.9
Housecleaning	12.1	7.2
Maintenance Yard/Car/Pet	5.1	6.0
Clothing Care/Construction	1.0	1.8
Shopping	13.4	13.7
Management	5.7	4.3
Care of Family Members	2.3	1.3
Personal Maintenance	630.3	659.6
Personal Care of Self	53.8	51.3
Eating	58.1	65.2
Sleeping	518.4	543.1
Leisure	306.6	294.3
Organization	29.0	29.5
School	456.6	477.8



Children from two-parent families spent slightly more time in the combined category of personal maintenance than did children from one-parent families. Two-parent family children had a mean time of 659.6 minutes, while children from one-parent families reported 630.3 minutes. Children from one-parent families spent slightly more time in personal care of self, while children from two-parent families spent more time for eating and sleeping.

Children from both family types reported similar amounts of time spent in organization activities. Children from one-parent families spent slightly more time in leisure activities, while children from two-parent families reported slightly more school time.

#### Examination of Hypotheses and

#### Discussion of Results

Time spent in various activities was recorded for the previous day on the Time Record. The independent variables of mother's educational level, employment status, sex and age of the child were taken from the Individual Information form. Mother's time spent in employment was taken from the Time Record. The time of the one-parent mothers who were students was included, because the student status of these mothers made them more similar to the employed mothers than the non-employed mothers.

Analysis of variance and covariance were used to test for differences in the mean time use of children in three categories, household work, leisure, organization activities, by the six independent variables. The General Linear Models procedure of the Statistical Analysis System (SAS Institute, Inc., 1982) was used for the unbalanced data. Significance was determined at the .05 level. Two-way analysis of variance and

one-way analysis of variance with a covariate were used to test for the interaction effect between family structure and each of the other five independent variables. Analysis of variance was used when both independent variables were classification level variables. Analysis of covariance was used with one classification level independent variable and one continuous independent variable.

Hypothesis 1: There is no significant relationship between the amount of time children spend in household work activities with respect to family structure, educational level of mother, employment status of mother, employment time of mother, sex of the child, and age of the child.

Analysis of variance of children's mean time use in household work activities by family structure and educational level of mother is presented in Table IV. The analysis indicated no significant differences in children's household work time use for these variables.

TABLE IV  
CHILDREN'S TIME USE IN HOUSEHOLD WORK ACTIVITIES  
BY MEDUC AND STFAM

Source	DF	SS	F	PR>F
Model	5	4766.59	0.65	0.67
Error	53	78268.16		
Corrected Total	58	83034.75		
MEDUC	2	2984.59	1.01	0.37
STFAM	1	334.48	0.23	0.64
MEDUC*STFAM	2	939.73	0.32	0.73

MEDUC=Mother's Education Level; STFAM=Structure of the Family - One- or Two-Parent

Analysis of variance of children's mean time use in household work activities by family structure and employment status of the mother is presented in Table V. The analysis indicated that there were no significant differences in children's time use in household work for these variables.

TABLE V  
CHILDREN'S TIME USE IN HOUSEHOLD WORK ACTIVITIES  
BY MEMPL AND STFAM

Source	DF	SS	F	PR>F
Model	3	4970.81	1.17	0.33
Error	55	78063.94		
Corrected Total	58	83034.75		
MEMPL	1	3493.40	2.46	0.12
STFAM	1	29.60	0.02	0.89
MEMPL*STFAM	1	81.67	0.06	0.81

MEMPL=Mother Employed or Not Employed; STFAM=Structure of Family - One or Two-Parent

Analysis of covariance of children's mean time use in household work activities by family structure and employment time of the mother is presented in Table VI. The analysis indicated that there were no significant differences in children's household work time use for these variables.

TABLE VI  
CHILDREN'S TIME USE IN HOUSEHOLD WORK ACTIVITIES  
BY MEMPT AND STFAM

Source	DF	SS	F	PR>F
Model	3	5370.43	1.27	0.29
Error	55	77664.31		
Corrected Total	58	83034.75		
MEMPT	1	1482.91	1.05	0.31
STFAM	1	253.61	0.18	0.67
MEMPT*STFAM	1	721.17	0.51	0.48

MEMPT=Minutes of Employment Time of Mother for Recall Day; STFAM=Structure of the Family - One- or Two-Parent.

Analysis of variance of children's mean time use in household work activities by family structure and sex of the child is presented in Table VII. The analysis indicated that there were no significant differences in children's household work time use for these variables.

Analysis of covariance of children's mean time use in household work activities by family structure and age of the child is presented in Table VIII. The analysis indicated that there were no significant differences in children's time spent in household work for these variables.

These analyses indicated that there were no significant differences in children's time use in household work activities for any of the six independent variables. Thus, the null hypothesis could not be rejected.

TABLE VII  
CHILDREN'S TIME USE IN HOUSEHOLD WORK ACTIVITIES  
BY SEX AND STFAM

Source	DF	SS	F	PR>F
Model	3	5942.83	1.47	0.22
Error	114	153370.93		
Corrected Total	117	159313.77		
SEX	1	3693.61	2.75	0.10
STFAM	1	554.25	0.41	0.52
SEX*STFAM	1	1200.90	0.91	0.35

SEX=Sex of Children; STFAM=Structure of the Family - One- or Two-Parent

TABLE VIII  
CHILDREN'S TIME USE IN HOUSEHOLD WORK ACTIVITIES  
BY AGE AND STFAM

Source	DF	SS	F	PR>F
Model	3	4133.41	1.01	0.39
Error	114	155180.35		
Corrected Total	117	159313.77		
AGE	1	2808.33	2.06	0.15
STFAM	1	6.88	0.01	0.94
AGE*STFAM	1	75.91	0.06	0.81

AGE=Age of Children; STFAM=Structure of the Family - One- or Two-Parent

Hypothesis 2: There is no significant relationship between the amount of time children spend in leisure activities with respect to family structure, educational level of the mother, employment status of the mother, employment time of the mother, sex of the child, and age of the child.

Analysis of variance of children's mean time use in leisure activities by family structure and educational level of the mother is presented in Table IX. The analysis of variance indicated that there were no significant differences in children's leisure time use for these variables.

TABLE IX  
CHILDREN'S TIME USE IN LEISURE ACTIVITIES  
BY MEDUC AND STFAM

Source	DF	SS	F	PR>F
Model	5	43083.06	0.85	0.52
Error	53	534796.60		
Corrected Total	58	577879.66		
MEDUC	2	1384.23	0.07	0.93
STFAM	1	37111.04	3.68	0.06
MEDUC*STFAM	2	20209.05	1.00	0.37

MEDUC=Mother's Education Level; STFAM=Structure of the Family - One- or Two-Parent.

Analysis of variance of children's mean time use in leisure activities by family structure and employment status of the mother is presented

in Table X. The analysis indicated that there were no significant differences in children's leisure time use for these variables.

TABLE X  
CHILDREN'S TIME USE IN LEISURE ACTIVITIES  
BY MEMPL AND STFAM

Source	DF	SS	F	PR>F
Model	3	35767.25	1.21	0.31
Error	55	542112.41		
Corrected Total	58	577879.66		
MEMPL	1	13936.64	1.41	0.24
STFAM	1	25804.18	2.62	0.11
MEMPL*STFAM	1	3763.86	0.38	0.54

MEMPL=Mother Employed or Not Employed; STFAM=Structure of the Family - One- or Two-Parent.

Analysis of covariance of children's mean time use in leisure activities by family structure and employment time of mother is presented in Table XI. The analysis indicated no significant differences in children's leisure time use for these variables.

Analysis of variance of children's mean time use in leisure activities by family structure and sex of the child is presented in Table XII. The analysis indicated no significant differences in children's leisure time use for these variables.

TABLE XI  
 CHILDREN'S TIME USE IN LEISURE ACTIVITIES  
 BY MEMPT AND STFAM

Source	DF	SS	F	PR>F
Model	3	44761.31	1.54	0.21
Error	55	533118.35		
Corrected Total	58	577879.66		
MEMPT	1	2640.64	0.27	0.60
STFAM	1	0.65	0.00	0.99
MEMPT*STFAM	1	8337.59	0.86	0.36

MEMPT=Minutes of Employment Time of Mother for Recall Day; STFAM=Structure of the Family - One- or Two-Parent.

TABLE XII  
 CHILDREN'S TIME USE IN LEISURE ACTIVITIES  
 BY SEX AND STFAM

Source	DF	SS	F	PR>F
Model	3	17623.93	0.38	0.77
Error	114	1754733.91		
Corrected Total	117	1772357.84		
SEX	1	74.18	0.00	0.94
STFAM	1	3503.32	0.23	0.63
SEX*STFAM	1	12995.20	0.84	0.36

SEX=Sex of Children; STFAM=Structure of the Family - One- or Two-Parent.



Analysis of covariance of children's mean time use in leisure time activities by family structure and age of the child is presented in Table XIII. Analysis indicated that the variables age and structure of the family did not account for differences in leisure time use. Even though structure of the family showed significance at the .05 level, further analysis indicated that this variable was not significantly related to leisure time use. However, the interaction effect between age and structure of the family was significant at the .05 level. Younger children from one-parent families tended to spend more time in leisure activities than did younger children from two-parent families, while older children from two-parent families tended to spend more time in leisure activities than did the older one-parent family children.

TABLE XIII  
CHILDREN'S TIME USE IN LEISURE ACTIVITIES  
BY AGE AND STFAM

Source	DF	SS	F	PR>F
Model	3	79159.72	1.78	0.15
Error	114	1693198.12		
Corrected Total	117	1772357.84		
AGE	1	6062.13	0.41	0.52
STFAM	1	60969.66	4.10	0.05
AGE*STFAM	1	56808.79	3.82	0.05

AGE=Age of Children; STFAM=Structure of the Family - One- or Two-Parent.

These analyses indicated that there were no significant differences in children's time use in leisure activities, except for the interaction of age of the child and family structure. Thus, the null hypothesis was rejected for the interaction effect of age and family structure, but could not be rejected for the other relationships.

Hypothesis 3: There is no relationship between the amount of time children spend in organization activities with respect to family structure, educational level of the mother, employment status of the mother, employment time of the mother, sex of the child, and age of the child.

Analysis of the variance of children's mean time spent in organization activities by family structure and educational level of mother is presented in Table XIV. The analysis indicated that there were no significant differences in children's organization activity time for these variables.

TABLE XIV  
CHILDREN'S TIME USE IN ORGANIZATION ACTIVITIES  
BY MEDUC AND STFAM

Source	DF	F	SS	PR > F
Model	5	17729.90	1.63	0.17
Error	53	115243.83		
Corrected Total	58	132973.73		
MEDUC	2	13031.53	3.00	0.06
STFAM	1	501.39	0.23	0.63
MEDUC*STFAM	2	4063.53	0.93	0.40

MEDUC=Mother's Education Level; STFAM=Structure of the Family - One- or Two-Parent.

Analysis of variance of children's mean time spent in organization activities by family structure and employment status of the mother is presented in Table XV. The analysis indicated that there were no significant differences in children's time spent in organization activities for these variables.

TABLE XV  
CHILDREN'S TIME USE IN ORGANIZATION ACTIVITIES  
BY MEMPL AND STFAM

Source	DF	SS	F	PR>F
Model	3	7172.06	1.05	0.38
Error	55	125801.67		
Corrected Total	58	132973.73		
MEMPL	1	143.94	0.06	0.80
STFAM	1	1777.36	0.78	0.38
MEMPL*STFAM	1	3794.07	1.66	0.20

MEMPL=Mother Employed or Not Employed; STFAM=Structure of the Family - One- or Two-Parent.

Analysis of covariance of children's mean time spent in organization activities by family structure and employment time of the mother is presented in Table XVI. The analysis indicated no significant differences in children's organization activity time for these variables.

TABLE XVI  
 CHILDREN'S TIME USE IN ORGANIZATION ACTIVITIES  
 BY MEMPT AND STFAM

Source	DF	SS	F	PR>F
Model	3	4869.67	0.70	0.56
Error	55	128104.06		
Corrected Total	58	132973.73		
MEMPT	1	3573.24	1.53	0.22
STFAM	1	312.68	0.13	0.72
MEMPT*STFAM	1	22.44	0.01	0.92

MEMPT=Minutes of Employment Time of Mother for Recall Day; STFAM=Structure of the Family - One- or Two-Parent.

Analysis of variance of children's mean time spent in organization activities by family structure and sex of the child is presented in Table XVII. The analysis indicated no significant differences in children's organization activity time for these variables.

Analysis of variance of children's mean time spent in organization activities by family structure and age of the child is presented in Table XVIII. The analysis indicated that there were no significant differences in children's time in organization activities for these variables.

These analyses indicated that there were no significant differences in children's time use in organization activities for any of the six independent variables. Thus, the null hypothesis could not be rejected.

TABLE XVII  
CHILDREN'S TIME USE IN ORGANIZATION ACTIVITIES  
BY SEX AND STFAM

Source	DF	SS	F	PR>F
Model	3	876.06	0.07	0.97
Error	114	485805.30		
Corrected Total	117	486681.36		
SEX	1	754.05	0.18	0.67
STFAM	1	55.36	0.01	0.91
SEX*STFAM	1	135.84	0.03	0.86

SEX=Sex of Children; STFAM=Structure of the Family - One- or Two-Parent.

TABLE XVIII  
CHILDREN'S TIME USE IN ORGANIZATION ACTIVITIES  
BY AGE AND STFAM

Source	DF	SS	F	PR>F
Model	3	5887.27	0.47	0.71
Error	114	480794.09		
Corrected Total	117	486681.36		
AGE	1	1588.64	0.38	0.54
STFAM	1	5154.34	1.22	0.27
AGE*STFAM	1	5282.24	1.25	0.27

AGE=Age of Children; STFAM=Structure of the Family - One- or Two-Parent.

### Summary

Analysis of variance and covariance were used to examine the relationship between children's time use and the six independent variables identified in the research hypotheses. Although there were slight differences between children's mean time use, the results of the analysis indicated no significant differences in children's time use in either household work or organization activities. Additionally, the six independent variables were not significantly related to children's leisure time use. However, the interaction effect of the age of the child and family structure was shown to be significantly related to children's time use in leisure activities.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

Time is an important resource utilized by families. Many factors affect children's time use and their overall development. Recent concern has been generated regarding the increased number of children living in one-parent families. Is everyday life different for these children compared to children living in two-parent families? It is assumed that examining children's time use can help to answer this question.

The purpose of this research was to provide insight as to how children utilize their time. More specifically, the study involved analysis of children's time use by family structure, educational level of mother, employment status of mother, employment time of mother, sex of the child, and age of the child.

The following hypotheses were tested:

H<sub>1</sub>: There is no relationship between the amount of time children spend in household work activities with respect to family structure, educational level of mother, employment status of mother, employment time of mother, sex of the child, and age of the child.

H<sub>2</sub>: There is no relationship between the amount of time children spend in leisure activities with respect to family structure, educational level of mother, employment

status of mother, employment time of mother, sex of the child, and age of the child.

H<sub>3</sub>: There is no relationship between the amount of time children spend in organization activities with respect to family structure, educational level of mother, employment status of mother, employment time of mother, sex of the child, and age of the child.

The sample for the study consisted of 58 children from one-parent families and 60 children from two-parent families. Each family had two children. The names of the 59 families were drawn from lists provided by churches and social organizations in the Tulsa, Oklahoma, metropolitan area. The interviews were conducted in the families' homes. The Time Record, Individual Information form, Family Information form, and the Screening Sheet were used to collect data for this study.

#### Discussion of Major Findings

Robinson (1977) described four categories of factors that affect time use. In examining time use of adults, he found that "role" and "personal" factors were most responsible for variations in time use. This study explored variables from these two categories. The role factors examined were family structure, educational level of mother, employment status of mother, and employment time of mother. The personal factors examined were age and sex of the child. The mean minutes of time spent in household work, leisure, and organization activities from a recall of the previous day's activities were tested by analysis of variance and analysis of covariance. Children's time allocations in the three categories of activities (household work, leisure, and



organization participation) were not significantly related to either the role factors or the personal factors. Thus, hypotheses one and three could not be rejected at the .05 level.

However, the effect of the interaction between age of the child and family structure was significantly related to children's allocation of time to leisure activities. Younger children in one-parent families and older children in two-parent families tended to spend more time in leisure activities than younger children from two-parent families and older children from one-parent families. The null hypothesis for objective two was rejected for this effect at the .05 level, but could not be rejected for the other variables.

Family structure was not found to be significantly related to children's time use. This finding paralleled results reported by Lyerly (1969). She found that elementary school-age children from one-parent and two-parent families did not differ significantly in their time use in household work. Weiss (1979), however, described children from one-parent families as having more responsibilities than children from two-parent families. Perhaps this added "responsibility" is not reflected in time use, but may be such that children from one-parent families assume more responsibility independently, while children from two-parent families are assigned household tasks by their parents. Less time may be needed for housework in one-parent families due to fewer family members. Consequently children in one-parent families do not have to do more household work than children in two-parent families, even though the one-parent family has one less person to contribute to the work of the home. Apparently, families in this study recognized the importance of children's participation in leisure and organization activities and

provided for their children to have time for these activities regardless of family structure.

Children's time allocation was not significantly related to mother's education nor to her employment. These findings are contrary to earlier studies. Walker and Woods (1976) identified a relationship between mother's educational level and teenagers' time use in management activities in two-parent households. O'Neill (1978) and Osborne (1979) described negative correlations between children's time use in household activities and employment of parents. Consistent with the findings of the present study, a more recent study by Kennedy (1981) found no significant difference between children with gainfully employed mothers and mothers who were fulltime homemakers in children's time use in household activities. Thus, even though more and more mothers are engaged in paid employment, children do not seem to be contributing more time to household work activities, nor less time to organization and leisure activities.

Children's time use was not significantly related to sex of the child. Several previous studies limited to two-parent families (Cogle and Tasker, 1982; Kennedy, 1981; Lynch, 1975; and O'Neill, 1978) indicated that females spent significantly more time in household work than males. However, Osborne (1979) found that boys and girls from two-parent families spent similar amounts of time in household work activities. Hardesty (1979) reported that male and female adolescents from two-parent families did not spend significantly different amounts of time in either household tasks or leisure activities. The difference between male and female children's time use may be more related to different types of activities, rather than to actual amounts of time spent in household work overall.

Allocation of children's time was not significantly related to age of the child. Previous studies regarding children's time use had identified a positive relationship between children's age and more time spent in household work activities (Cogle and Tasker, 1982; Kennedy, 1981; Lynch, 1975; O'Neill, 1978; and Walker and Woods, 1976). A large number of the children in this sample were concentrated in the 7 to 11 age group. Possibly, the relative homogeneity of age could have contributed to the similarity in time use among children of different ages.

#### Recommendations

Time is a resource common to all individuals. Time use of children should be of concern to educators and other professionals. Gordon (1962) suggested that we can better understand children and their interests by examining their use of time. The results of this study indicated that the time use of children from one-parent families and children from two-parent families is more similar than it is different. It would seem that children from these one-parent and two-parent families have comparable interests.

On the basis of the results of this study, the following recommendations are made.

1. Educators and other professionals working with families and children need to re-examine their perceptions of one-parent families. Results of this study indicate that the variations between children's time use are not related to their differing family structure. Contrary to assumptions sometimes made about children and housework, children in one-parent families are not being overburdened by household work tasks.

2. Programs presented to family living classes and parenting classes need to include information regarding the one-parent family. However, the emphasis should be placed on discussing various types of families in today's society. Care needs to be taken to ensure that misconceptions about the everyday life experiences of children in one-parent families are not fostered.

3. This study involved only divorced one-parent families, further explorations of children's time allocation in different types of one-parent households are suggested.

4. This study concluded that boys and girls allocate similar amounts of time to household work, leisure, and organization activities. O'Neill (1978), in a decade comparison, indicated an increase in the participation rate of males in typically female tasks, and females in typically male tasks over the ten year span. Are males and females sharing more of the typically stereotyped activities? Further exploration of specific household work and other activities is needed.

5. A final recommendation is for a study to compare children's interaction with other family members. Do one-parent families have less opportunity for interaction as a result of fewer family members? Do children from one-parent families interact with each other more often than children from two-parent families? These questions can be answered through examination of interaction patterns charted on the Time Record, and would provide insight into qualitative aspects of time use.

How children spend their time is important for their optimal development. This study concluded that children from one- and two-parent families spend similar amounts of time in household work, leisure, and organization activities. With recent changes in family structure and

the increased number of women in the labor force; parents educators, and other professionals need more information on how children spend their time.

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APPENDICES



APPENDIX A  
SCREENING SHEETS  
FOR INTERVIEWS

Family Code 1- \_\_\_\_\_

Interviewers 1) \_\_\_\_\_

2) \_\_\_\_\_

## Screening Call for Interview

## One-Parent Family

Date of call \_\_\_\_\_ Telephone number \_\_\_\_\_

Time of call \_\_\_\_\_ Respondent \_\_\_\_\_

Name of Family \_\_\_\_\_ Mother Father

Number of Children in the Family \_\_\_\_ (If not two, terminate call.)

Number of Adults in Household \_\_\_\_ (If two or more, terminate call.)

Are you the natural or adoptive parent of both children? yes \_\_\_\_ no \_\_\_\_

Date of separation or divorce: \_\_\_\_\_ month \_\_\_\_\_ year

\* Name of younger child: \_\_\_\_\_ male female

\* Birthdate of younger child: \_\_\_\_ month \_\_\_\_ year \_\_\_\_ year in school

\* Name of older child: \_\_\_\_\_ male female

\* Birthdate of older child: \_\_\_\_ month \_\_\_\_ year \_\_\_\_ year in school

Date of interview \_\_\_\_\_ Day of Week \_\_\_\_\_ Time \_\_\_\_\_

Will both children be at home the day before the interview and at the interview? yes \_\_\_\_ no \_\_\_\_

Alternate phone number (work): \_\_\_\_\_

Home Address: \_\_\_\_\_

Zip Code

Directions for reaching your home: (landmarks) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Gave FSC telephone number.

Disposition:

Time arrived at home \_\_\_\_\_ Time left home \_\_\_\_\_

Family Code 2-\_\_\_\_\_

Interviewers 1)\_\_\_\_\_

2)\_\_\_\_\_

## Screening Call for Interview

## Two-Parent Family

Date of call \_\_\_\_\_ Telephone number \_\_\_\_\_

Time of call \_\_\_\_\_ Respondent \_\_\_\_\_

Name of Family \_\_\_\_\_

Number of Children in the Family \_\_\_\_ (If not two, terminate call.)

Are both of you the natural or adoptive parents of both children?

yes \_\_\_\_ no \_\_\_\_ (If no, terminate call.)

\* Name of younger child: \_\_\_\_\_ male female

\* Birthdate of younger child: \_\_\_\_ month \_\_\_\_ year \_\_\_\_ year in school

\* Name of older child: \_\_\_\_\_ male female

\* Birthdate of older child: \_\_\_\_ month \_\_\_\_ year \_\_\_\_ year in school

Date of interview \_\_\_\_\_ Day of Week \_\_\_\_\_ Time \_\_\_\_\_

Will all four family members be at home for the interview? yes \_\_\_\_ no \_\_\_\_

Alternate phone number (work): \_\_\_\_\_

Home Address: \_\_\_\_\_

Zip Code

Directions for reaching your home: (landmarks) \_\_\_\_\_

\_\_\_\_ Gave FSC telephone number.

Disposition:

Time arrived at home \_\_\_\_\_ Time left home \_\_\_\_\_

APPENDIX B

INSTRUMENTS FOR INDIVIDUAL  
AND FAMILY INFORMATION

Mother \_\_\_ Father \_\_\_

## INDIVIDUAL INFORMATION

1. What is your ethnic background?

 White Black Native American Spanish-American Asian-American Other (Please specify) \_\_\_\_\_

\* 2. What is your birthdate?

\_\_\_\_\_ Month \_\_\_\_\_ Year

3. What is your religious preference?

 Protestant Catholic Jewish Other (Please specify) \_\_\_\_\_\* 4. What is the highest level of education that you have completed?  
(Please check only one.) Less than high school graduation High school graduation Vocational or technical program Some college, did not graduate College degree, B.S. or B.A.

Please specify college major \_\_\_\_\_

 Advanced degree or degrees (Please list) \_\_\_\_\_Please specify major area of study for advanced degree(s)  
\_\_\_\_\_

- \* 5. Are you employed?
- Yes
- No
6. If employed, what is your job title? \_\_\_\_\_
7. How many hours did you work for pay at this job last week?
- Less than 20 hours
- 20 to 40 hours
- More than 40 hours
- None
8. Do you work at a second job?
- Yes
- No
9. Please give job title (if applicable). \_\_\_\_\_
10. How many hours did you work at this second job last week?
- Hours
11. Please check the income range that includes your salary. (Please check only one category)
- Under \$5,000
- \$5,000 to \$9,999
- \$10,000 to \$14,999
- \$15,000 to \$19,999
- \$20,000 to \$24,999
- \$25,000 to \$29,999
- \$30,000 to \$34,999
- \$35,000 to \$39,999
- \$40,000 and over

Mother \_\_\_\_\_ Father \_\_\_\_\_

## FAMILY INFORMATION

1. About your housing, are you (Please check only one)  
 Buying (or already own)  
 Renting or Leasing  
 Receiving from friends, relatives, or employer  
 Other (Please specify) \_\_\_\_\_
2. What is the type of your housing? (Please check only one)  
 One family house  
 Condominium  
 Apartment, duplex, etc.  
 Mobile home  
 Other, (Please specify) \_\_\_\_\_
3. Does your family have health insurance?  
 Yes  
 No
4. Is your older child employed?  
 Yes  
 No
5. What is the child's job? \_\_\_\_\_
6. How many hours did the child work for pay last week?  
 Hours
7. Is the younger child employed?  
 Yes  
 No
8. What is the child's job? \_\_\_\_\_



9. How many hours did the child work for pay last week?  
\_\_\_\_\_ hours
10. Will you please check the range that includes your total family savings? (Please check only one)
- \_\_\_\_\_ Under \$1,000
- \_\_\_\_\_ \$1,000 to \$4,999
- \_\_\_\_\_ \$5,000 to \$9,999
- \_\_\_\_\_ \$10,000 to \$14,999
- \_\_\_\_\_ \$15,000 to \$19,999
- \_\_\_\_\_ Over \$20,000
11. Do you save money regularly?
- \_\_\_\_\_ Yes
- \_\_\_\_\_ No
12. Are you making installment purchases?
- \_\_\_\_\_ Yes
- \_\_\_\_\_ No
13. Do you have charge accounts (including credit cards)?
- \_\_\_\_\_ Yes
- \_\_\_\_\_ No
14. What is the approximate number of charge accounts (including credit cards) that your family has? (Please check only one)
- \_\_\_\_\_ None
- \_\_\_\_\_ 1 to 3
- \_\_\_\_\_ 4 to 6
- \_\_\_\_\_ Over 6

15. How do you use charge accounts, including credit cards? (Please check only one)

Only for regular purchases

Only for special purchases

Both regular and special purchases

We do not use charge accounts.

16. How long have you lived at this address?

Year(s)  Month(s)

17. How many times has your family moved in the last 5 years?

times

18. What was the date of your marriage?

Month  Year

19. Do you have relatives within a day's visit (go and return in one day)?

Yes

No

20. In the past five years, have you received public assistance, such as food stamps, Aid to Families with Dependent Children, Medicaid, or reduced cost/free school lunches?

Yes

No

If you head a one-parent family, please respond to the following items.

21. How many times has your family moved since you became a one-parent family?

times

22. Compared to your housing as a two-parent family, would you say that your present housing is

Much worse

Somewhat better

Somewhat worse

Much better

About the same

23. Do you receive financial support from your relatives?
- Yes
- No
24. Do you receive other help such as child care, clothing, or other tangible goods, from your relatives?
- Yes
- No
25. Do you receive child support payments?
- Yes
- No
26. Is your child support paid regularly?
- Yes
- No
27. Please check the amount you receive each month as child support payment. (Please check only one)
- Under \$100
- \$100 to \$199
- \$200 to \$299
- \$300 to \$399
- \$400 and over
28. The amount of child support above is paid
- for both children
- for only the older child
- for only the younger child
29. How does the amount you receive compare with the amount set in your settlement or court decree?
- It is more.
- It is the same.
- It is less.

30. Do you receive alimony?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

31. What is the amount of your alimony?

\$ \_\_\_\_\_ monthly

APPENDIX C

DEFINITION OF ACTIVITIES

Oklahoma State University  
Family Study Center

Management of Resources and Relationships in  
One-Parent and Two-Parent Families

Definition of Activities of Household Members

FOOD

1. Food Preparation

All tasks relating to the preparation of food for meals, snacks and future use, including canning and freezing.

Include time spent setting the table and serving the food.

2. Dishwashing and Clean-up

Washing and drying dishes, loading and unloading dishwasher or dish drainer.

Include after-meal clean-up of table, leftovers, kitchen equipment and garbage.

HOUSE

3. Housecleaning

Any regular or seasonal cleaning of house and appliances, including:

Mopping, vacuuming, sweeping, dusting, waxing  
Washing windows or walls  
Cleaning the oven; defrosting and cleaning the  
refrigerator or freezer  
Making beds and putting rooms in order

4. Maintenance of Home, Yard, Car and Pets

Any repair and upkeep of home, appliances, and furnishings such as:

Painting, papering, redecorating, carpentry  
Repairing equipment, plumbing, furniture  
Putting up storm windows or screens  
Taking out garbage and trash  
Care of houseplants, flower arranging

Daily and seasonal care of outside areas such as:

Yard, garden  
Sidewalks, driveways, patios, outside porches  
Garage, tool shed, other outside areas  
Swimming pool

Maintenance and care of family motor vehicles (car, truck, van, motorcycle, boat)

Washing, waxing  
Changing oil, rotating tires and other maintenance and repair work  
Taking motor vehicle to service station, garage, or car wash

Feeding and care of pets. Also include trips to kennel or veterinarian

#### CLOTHING AND HOUSEHOLD LINENS

##### 5. Care and Construction

Washing by machine at home or away from home, including:

Collecting and preparing soiled items for washing  
Loading and unloading washer or dryer  
Hanging up items and removing from the line  
Folding, returning to closets, chests and drawers  
Hand washing  
Ironing and pressing  
Getting out and putting away equipment  
Polishing shoes  
Preparing items for commercial laundry or dry cleaning  
Seasonal storage of clothing and textiles

Making alterations or mending

Making clothing and household accessories (draperies, slip-covers, napkins, etc.) include such activities as:

Sewing  
Embroidering  
Knitting, crocheting, macramé  
If these activities are to make product for self, immediate family members or to give as gift, include under number 5.

If activity is primarily to produce product for sale, include time under "paid work" number 14.

If activity is primarily recreation, include time under "recreation" number 17.

## SHOPPING

6. Shopping

All activities related to shopping for food, supplies, services, furnishings, clothing, appliances and equipment (household, yard and workshop), and whether or not a purchase was made.

Include shopping by telephone, by mail, at home, or at the store. Also include:

Comparison shopping (including catalog shopping)  
 Putting purchases away  
 Getting or sending of mail and packages  
 Time spent in hiring of services (cleaning, repair, maintenance, or other)

## MANAGEMENT

7. Management

Make decisions and planning such as:

Thinking about, discussing, and searching for choices  
 Looking for ideas and seeking information  
 Determining what you have available (space, time, money, etc.)  
 Planning--family activities, vacations, menus, shopping lists, purchases and investments  
 Overseeing and coordinating activities  
 Checking plans as they are carried out  
 Thinking back to see how plans worked  
 Financial activities such as:

Making bank deposits and checking bank statements  
 Paying bills and recording receipts and expense  
 Figuring income taxes

## HOUSEHOLD MEMBERS

8. Physical Care

All activities related to physical care of household members other than self such as:

Bathing, feeding, dressing and other personal care  
 First aid or bedside care  
 Taking household members to doctor, dentist, barber

9. Nonphysical Care (Other Activities)

All activities related to the social and educational development of household members such as:



Playing with children to teach skills or share information.  
 Helping children with homework, teaching skills, talking  
 Reading aloud  
 Driving children to or going with children to social  
 and educational activities  
 Attending functions involving your child

#### PERSONAL MAINTENANCE

##### 10. Personal Care of Self

Bathing, getting dressed, other grooming and personal care  
 Making appointments and going to doctor, dentist, beauty shop,  
 barber and other personal services  
 Relaxing, loafing, resting alone  
 Meditation  
 Receiving physical care

##### 11. Eating

Eating any meal or snack, alone, with family or friends at  
 home or away from home

##### 12. Sleeping

Sleeping and naps

#### WORK (OTHER THAN HOUSEHOLD)

##### 13. School

School  
 Classes related to present or future employment

Include time spent in preparation for each of the above.  
 For example, work or reading done at home or at the  
 library relating to job or classes.

##### 14. Paid

Paid employment and work-related activities, such as work  
 brought home, professional, business and union meetings,  
 conventions, etc.  
 Paid work for family farm or business, babysitting, paper  
 route, yard care for pay.

##### 15. Unpaid

Work or service done either as a volunteer or as an unpaid  
 worker for relatives, friends, family business or farm, social,  
 civic, church or community organizations

## NONWORK

16. Organization Participation

Attending and taking part in:

Religious activities and services  
Civic and political organizations  
Other clubs and organizations

17. Social and Recreational Activities

Reading (not required for school or work)  
Watching TV  
Listening to radio, stereo, etc.  
"Going out" to movies, car shows, museums, sporting event,  
concerts, fairs, etc.  
Participating in any sport, hobby or craft  
Taking a class or lesson for personal interest  
Walking, cycling, boating, "taking a ride," training animals  
Talking with friends or relatives, either in person or by  
telephone  
Entertaining at home or being entertained away from home  
Writing letters, or cards to friends, relatives  
Playing games, musical instruments, etc. If adult is playing  
with child, ask for clarification as to whether activity is  
primarily for fun; include under Social and Recreation. If  
activity is for education, include under Non-Physical Care.

## OTHER

18. Other

Any activity not classified in categories 1 to 17  
Any time block for which you cannot recall, do not know,  
or do not wish to report  
Child's time spent in restricted activity, as a result of  
parental discipline.

TELEVISION NOTATION - record below "other" (in margin).  
Record times television was turned on and off: "TV on," "TV off."  
(Record actual time spent watching television under "Social and  
Recreational Activities," number 17.)

APPENDIX D

TIME RECORD AND INSTRUCTIONS  
FOR PREPARING RECORD

		12 midnight	1am	2am	3am	4am	5am	6am	7am	8am	9am	10 pm	11 pm		
FOOD	Food Preparation														Food Preparation
	Dishwashing and Clean-up														Dishwashing and Clean-up
HOUSE	Housecleaning														Housecleaning
	Maintenance of Home, Yard, Car, and Pets														Maintenance of Home, Yard, Car, and Pets
CLOTHING AND HOUSEHOLD LINENS	Care and Construction														Care and Construction
SHOPPING	Shopping														Shopping
MANAGEMENT	Management														Management
HOUSEHOLD MEMBERS	Physical Care														Physical Care
	Nonphysical Care														Nonphysical Care
PERSONAL MAINTENANCE	Personal Care (of self)														Personal Care (of self)
	Eating														Eating
	Sleeping														Sleeping
WORK (other than household)	School														School
	Paid														Paid
	Unpaid														Unpaid
NONWORK	Organization Participation														Organization Participation
	Social and Recreational Activities														Social and Recreational Activities
OTHER	Other													Other	

Time Record

OKLAHOMA STATE UNIVERSITY  
Family Study Center

Management of Resources and Relationships in  
One-Parent and Two-Parent Families

Instructions for Preparing Time Record

We need a record of how each member of the family used his/her time for one day. We will record each family member's use of time for the previous day (24 hours from midnight to midnight). In all cases this will be a weekday, Monday through Friday.

On the left and right sides of the Time Record, household work and other activities are listed; across the top of the form, the 24 hours of the day are listed. Each hour is divided into six ten-minute periods to simplify recalling and recording time. However, time may be recorded in units of 5 minutes by splitting the 10 minute segments.

Recording Time of Family Members

A combination of colors and letters or numbers is used to record each household member's time. (See key last page.) All females are represented by the color red, and all males are represented by the color blue. The symbol, a red "M," is for the mother; the father is represented by a blue "F." The children are shown on the Time Record by their ages written in either red for girls or blue for boys.

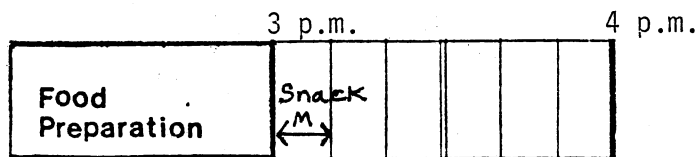
Activities will be coded by the definitions listed on the sheet entitled "Definitions of Activities of Household Members." If you are unable to determine the category for recording time for an activity, then code it under "Other" and label the activity.

### Primary Time

Primary time is time when the family member is actively doing something that requires main or "primary" attention: that is, time involved in getting ready for the job, working at the job, and cleaning up after the job, but it does not include the time required for a machine to function or food to cook without full attention.

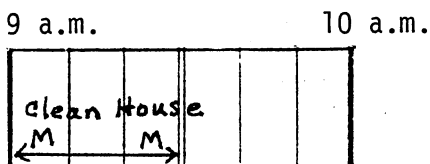
For example, if the mother prepared a snack from 3:00 to 3:10 p.m., write a red "M" in the first 10-minute block after 3 p.m. Draw a red line extending from 3:00 to 3:10 p.m. and write the activity above the line.

Example A.



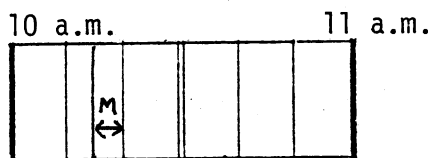
For longer, continuous activities, arrows and lines should be drawn from the start of the activity to the completion time, placing the person's symbol above each end of the arrow (M M). Write the specific activity above the line. For example, half hour (30 minutes) activity by homemaker is recorded as below.

Example B.



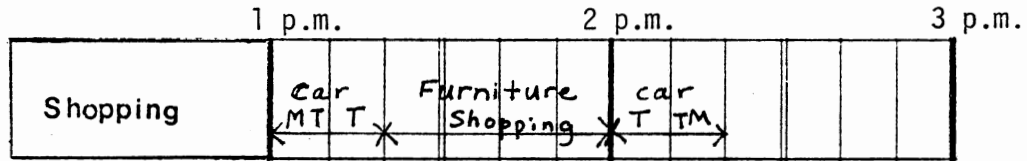
For intervals of approximately 5 minutes, draw a line to divide the 10-minute time block in half and write the person's symbol in the block. Use an arrow to indicate the time length. For example, this is a five minute activity (from 10:15 a.m. to 10:20 a.m.) by the mother.

Example C.



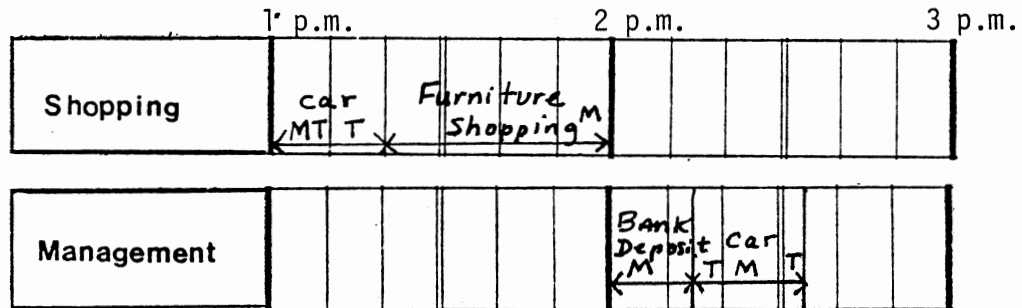


Example F.



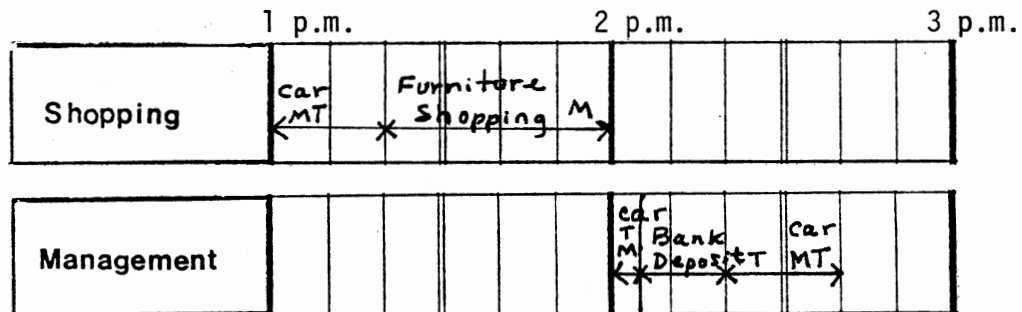
If more than one thing was done on a trip, include the time enroute to the activity of the first stop and assign the time for return trip to the last activity. In the above example, if the worker did not return directly from shopping, but went next door to the bank to make a deposit before returning home, the additional time and travel time would be recorded under management as noted below. Note that the travel time each way is 20 minutes; the shopping time is 40 minutes, and the management time is 15 minutes.

Example G.



If the mother had used the car 5 minutes to drive to the bank, the time would have been recorded in the manner below.

Example H.

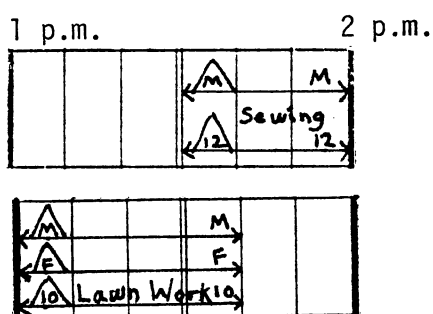




Interaction: Two or more household members doing the same activity together.

To show that the same activity was done by more than one person at the same time and in the same place: place a penciled triangle around the symbols for any combination of individuals doing the same activity. Color of the triangle will indicate which persons were interacting; all persons doing the same activity should have the same color triangle. Color of the triangle ( $\Delta$ ) is not important, except that all persons interacting on one activity should have the same color triangle. (The symbols inside the triangle indicate sex of the person.) There may be 2, 3, or 4 triangles of the same color, or 2 pairs of triangles of different colors.

Example I.

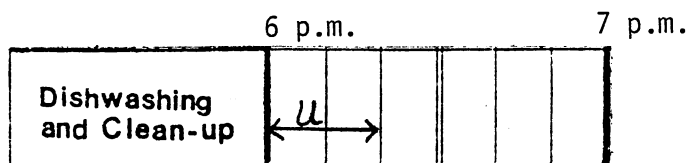


### Nonhousehold or Outside Help

Household work time of workers not living in the household should be recorded in the appropriate category. This worker is identified as either a paid worker (P) or an unpaid worker (U), and whether male (blue "P" or "U") or female (red "P" or "U").

For example, if someone is hired to clean the house, cut the grass, or "babysit" the children, the worker is a paid worker (P). If a relative (who does not live in the household) washed the dinner dishes, he/she is an unpaid worker (U).

Example J.




### Keys to Symbols

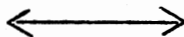
Sex of the individual will determine the color the symbol used:

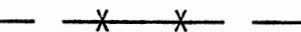
Red, if female  
Blue, if male

Letters, numerals, and shapes will be used to show the identity of the worker.

Mother	M
Father	F
Children	Age Numeral
Paid Worker	P
Unpaid Worker	U
Travel	T
Secondary Time	○

Individuals doing same activity  (Triangles should be the same color.)

Length of time for an activity: 

Beginning and end of travel time: 

There must be a line for each member of the family in each time period for the entire 24 hours. For some family members, there may be a second line showing secondary time.

VITA

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Master of Science

Thesis: CHILDREN'S TIME USE IN ONE-PARENT AND TWO-PARENT FAMILIES

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